

# PSHE, Wellbeing and Assessment

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## **Aims:**

- Reviewing statutory elements of PSHE & Wellbeing Education
  - Explore strategies for effective assessment
  - Introduce the new I CAN statements from the PSHE Association
    - Reflect on own school's next steps

Learning in PSHE & Wellbeing education should be assessed for several reasons:

- Pupils need to **reflect on their learning**, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. Awareness of their own learning also fuels enthusiasm for expanding their knowledge even further which will hopefully become self-perpetuating as they grow up.
- Teachers can **demonstrate that learning has taken place**, demonstrate progress, and identify future learning needs.
- It allows the leadership team, parents, governors and school inspectors to **see the impact PSHE** education is having for pupils and for whole-school outcomes, such as Ofsted on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact. A GUIDE TO ASSESSMENT IN PRIMARY PSHE EDUCATION, 2021 PSHE Association.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that “schools should have the **same high expectations** of the quality of pupils' work in these subjects as for other curriculum areas” Department of Education, (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education

## **In brief:**

- Assessment should be planned from the beginning as part of teaching and learning
- It should give opportunities for pupils to collect evidence of their achievements  
(portfolio)
- It should show evidence of progress in skills as well as knowledge

## WHAT DO WE NEED TO COVER?

### Relationships Education

By the end of primary school children will learn about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



## Health Education

By the end of Primary School, children will learn about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent bodies



## EYFS

- Making relationships
- Managing feelings
- Self confidence and self awareness
- Understanding the world



## Sex Education (not statutory in primary schools)

The DfE continues to recommend that all primary schools **should have** a sex education programme (in addition to the science curriculum) tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are **prepared** for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.



## EFFECTIVE PLANNING

You should have a **“spiral learning model”** (Bruner, 1960) to ensure that the topics are revisited and covered at a greater depth throughout school years allowing for a fluid transfer of knowledge.

It also helps to ensure that we don't have stand-alone lessons to tick certain boxes, but allow for the in-depth development of the topics for the long-term benefit of our young people.

Assessing learning in PSHE education must therefore use a combination of **teacher** assessment and **pupil self- and peer** assessment.



knowledge



personal attributes, beliefs

# Ipsative Assessment

Pupils' progress is measured against their starting point, not the performance of others or a prescribed syllabus.

PSHE Association recommends this type of assessment. This could happen for a series of lessons on a specific topic but could also work within one lesson.



**1. Baseline assessment**

*Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').*

**2. Assessment for Learning (AfL)**

*Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

**3. Assessment of Learning (AoL)**

*At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*

## **Knowledge:**

Mind map / Graffiti Wall

Draw and Write

Questionnaire/ Quiz

## **Beliefs and Attitudes:**

Scenarios

Role-play

Card Sort (like Diamond 9 activity)

Washing line / Continuum

The simplest and most effective way of demonstrating progress is to either repeat/ revisit the original baseline activity.

Pupils can use a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning.

Other ways to demonstrate learning are:

Keeping a journal  
Creating a presentation

Example of Diamond  
9 baseline assessment  
to check children's  
attitude to risks.  
(KS3)

<b>Not taking any exercise</b>	<b>Running across the road without looking</b>
<b>Smoking tobacco</b>	<b><i>Having sex without using a condom</i></b>
<b><i>Smoking cannabis</i></b>	<b>Getting into a car with someone you don't know</b>
<b>Taking someone else's medicine</b>	<b><i>Getting into a car with a driver who's been drinking or taking drugs</i></b>
<b>Borrowing money</b>	

## Example of Continuum Activity

Lessons on reframing negative thinking.

3. If someone has to try very hard at something, it's because they don't have natural talent and they are wasting their time.

AGREE ← ..... → DISAGREE

4. Most successful people have created their own luck.

AGREE ← ..... → DISAGREE



L.O.: I can tell you about things I do during the day which keep me healthy.

Every morning I brush my teeth



I walk to school every day



I eat fruit at break time



### ME AND MY HEALTHY LIFESTYLE....

I like to hop hop



I skip and do a cartwheel



I ride a horse called Chee and I like to do a string trick and a trot.

L.O.: I can tell you about things I do during the day which keep me healthy.

17.7.2

Brushing my teeth



Eat breakfast



Brushing



Walking



### ME AND MY HEALTHY LIFESTYLE....

Eat my 5-a-day



Be happy



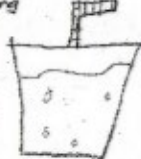
Ride my horse



Exercising



Drinking water



Washing



chee chee

## USE OF SCENARIOS

Jayden and Jesse are playing a card game. Jayden feels really sure he is going to win using his best cards. Before they begin, Jayden says, "I bet you 50p, I can win this!"



- What does Jayden mean?  
Jayden means he will give Jesse 50p if she wins. If she wins she will get 50p.
- What is Jayden hoping for?  
He is hoping for himself to win and gain 50p.
- Are there any risks? If yes, what are they?  
~~Yes, I think there is because of~~ No, because nothing can go wrong really it's 50/50! It's only 50p anyways.
- What would encourage Jayden to risk it?  
I think the 50p would encourage him to risk it because he's desperate for 50p.
- What might stop Jesse wanting to taking part?  
He probably would be put off from taking part because he probably worked hard to earn the 50p because he doesn't want to lose it.
- Can betting be good? If so, when?  
No, because if you keep betting all the time you will lose your money. You should only bet on special occasions.
- Can betting be not-so-good? If so, when?  
Yes, it might not be so-good because if you spend all your money on gambling you won't have the supplies you will need to survive.

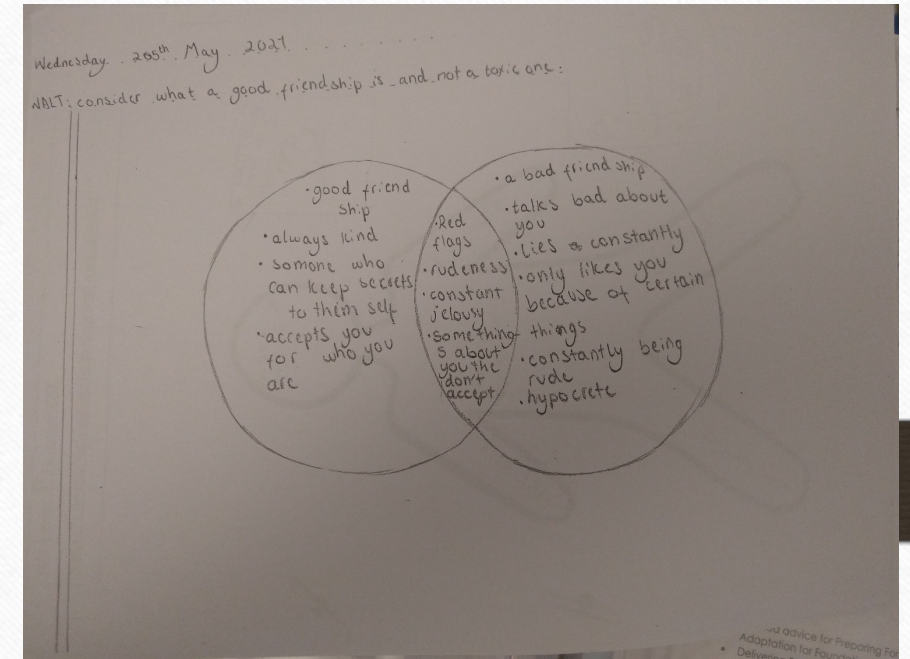
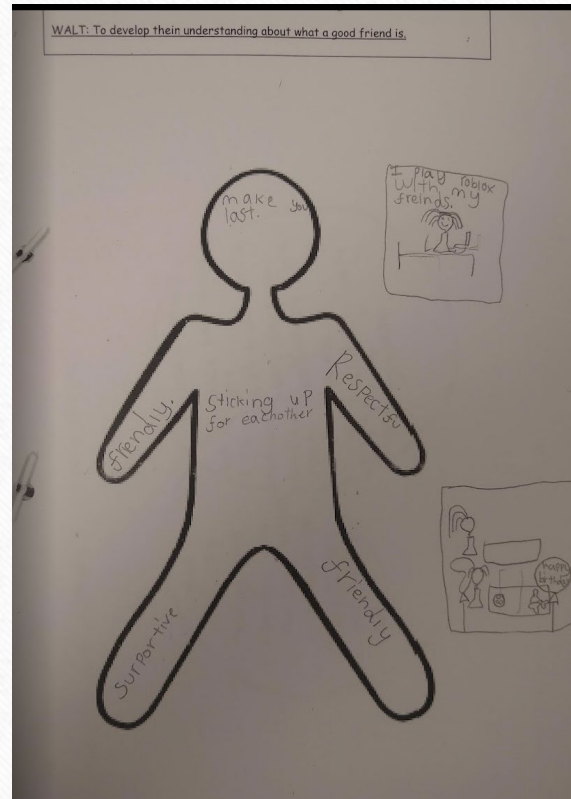
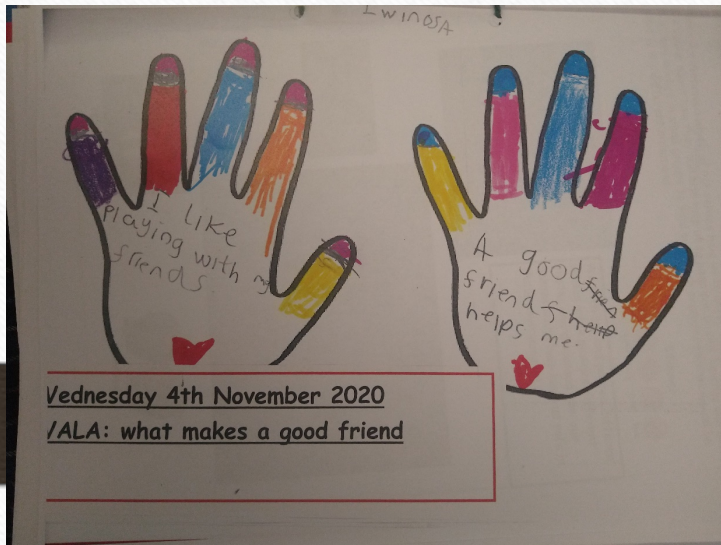
## Lessons on the danger of gambling.

Jayden and Jesse are playing a card game. Jayden feels really sure he is going to win using his best cards. Before they begin, Jayden says, "I bet you 50p, I can win this!"



- What does Jayden mean?  
if he wins then he gets 50p.
- What is Jayden hoping for?  
to win the game.
- Are there any risks? If yes, what are they?  
He could lose and Jesse could win.
- What would encourage Jayden to risk it?  
the 50p.  
Know how to win.
- What might stop Jesse wanting to taking part?  
Jayden might win and he <sup>eyes</sup> ~~eyes~~ <sup>is</sup> ~~is~~ saying it's 50p.
- Can betting be good? If so, when?  
yes on ~~horse~~ horse race.
- Can betting be not-so-good? If so, when?  
yes on anything, is the thing you're betting on get's injured...




## Example of Progress Shown Through Recording of Learning



Theme: healthy relationships

	KEY STAGE 1	Working towards ☹️	Working at 😊	Working beyond 😄
Health and Wellbeing	I can describe some ways to keep healthy and explain why it is important.			
	I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings.			
	I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline.			
	I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself.			
	I can suggest ways to manage when finding something difficult.			
	I can identify external body parts, how people's bodies and needs change as they grow from young to old.			
	I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.			
	I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun.			
	I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this.			
	I can describe how to follow simple hygiene and dental health routines.			
	I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.			
	I can say how to get help in emergency situations and follow instructions to keep safe.			

	KEY STAGE 1	Working towards ☹️	Working at 😊	Working beyond 😄
Relationships	I can say who loves and cares for me, what it means to be a family and that families are all different.			
	I can name different types of relationships, for example, family, friendship, online.			
	I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.			
	I can say how I am the same and different to other people, and how to treat myself and other people with respect			
	I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help.			
	I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.			
	I can talk about things that matter to me, and say how to play and work with others.			
	I can say when it is important to ask for permission and how to ask for, give, or not give permission.			
	I can say what privacy means, and which body parts are private.			
	I can recognise when a secret should not be kept, but told to a trusted adult.			
	I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries.			
	I can recognise that some people behave differently online and say some simple ways to keep online communication safe.			
	I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe.			

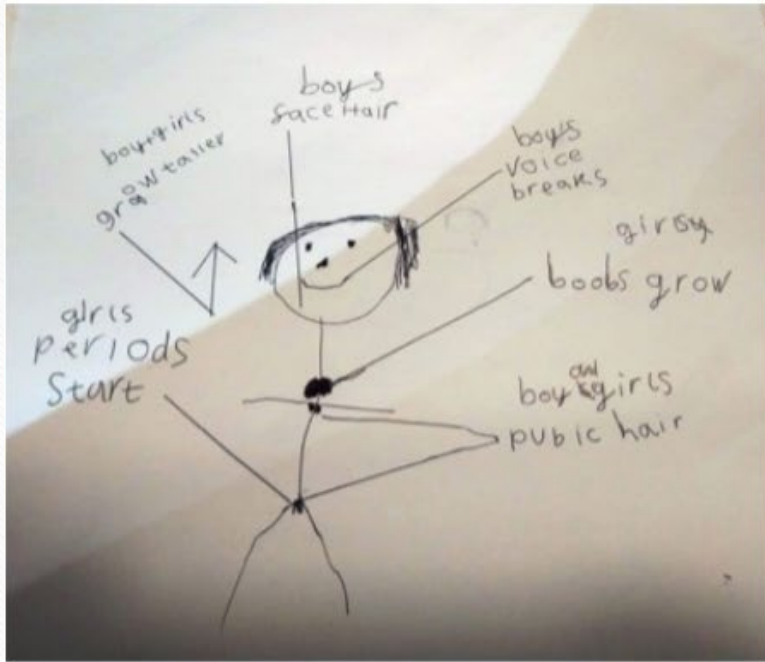
	KEY STAGE 1	Working towards 	Working at 	Working beyond 
Living in the Wider World	I can give some examples of rules in school or at home and say why they are important.			
	I can say some ways to care for the plants, animals and people around us and why this is important.			
	I can identify some similarities and differences between people in my school and community.			
	I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups.			
	I can state some rules for using the internet and devices safely, and recognise that not everything online is always true.			
	I can describe how wanting something is different from needing something.			
	I can say what money is, where it comes from, and how it can be looked after, saved or spent.			
	I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.			

	KEY STAGE 2	Working towards ☺	Working at ☺	Working beyond ☺
Relationships	I can explain how families are different and identify features of positive family life.			
	I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.			
	I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.			
	I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included.			
	I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.			
	I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.			
	I can express and discuss my views on topical issues, and listen respectfully to others.			
	I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.			
	I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.			
	I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.			
	I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.			
	I can recognise when it is right to break a confidence or share a secret, and who to tell.			
	I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.			
I can explain when, where and how to get help or support if worried about relationships of any sort.				

	KEY STAGE 2	Working towards ☹️	Working at 😊	Working beyond ☺️
Living in the Wider World	I can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.			
	I can explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment.			
	I can explain benefits of having diversity in our community and ways to promote inclusion in our school and community.			
	I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.			
	I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices.			
	I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.			
	I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.			
	I can recognise how financial decisions can impact people's emotions, including choices related to gambling.			
	I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals.			
	I can describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime,			
	I can recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for my future.			



Examples of I Can statements adapted for specific lessons:



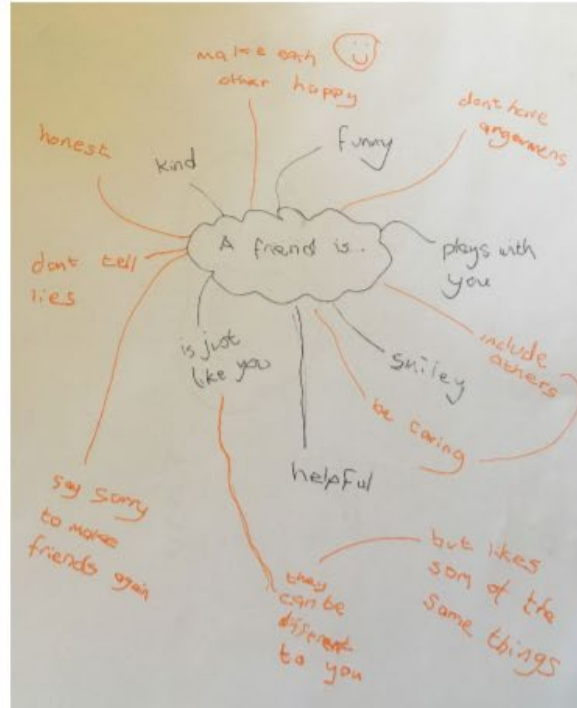
	Not yet	I did it	I did a great job!
I can say what changes happen to someone's body as they grow.		😊	
I can identify similar and different changes for boys and girls.			😊
I can say what changes happen to someone's emotions as they grow.	😐		
I can say why these changes happen.	😐		
I can say what someone could do to manage these changes.	😐		

This year 4 pupil has completed a Draw and Write activity, showing their understanding of the changes that happen when a child becomes a teenager. She has used the 'I can' statements to assess her current understanding. As this is a baseline assessment, this has given her areas to focus on for her learning, and she will be able to revisit this at the end of the series of lessons and note where she has made progress.

### Baseline assessment



### Endpoint assessment



### Teacher assessment using adapted 'I can' statements

	Working towards	Working at	Working beyond
I can say what friendship is		X	
I can give examples of makes someone a good friend		X	
I can say how to include others who might feel lonely	X		
I can suggest ways to resolve disagreements		X	

This year 2 pupil has completed a baseline assessment demonstrating his understanding of what it means to be a good friend. He has then revisited this activity using a different coloured pen, to show what he has learnt about friendship at the end of the lesson / series of lessons. The teacher has then adapted a series of specific 'I can' statements from the statement above: "I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements."

One single I Can statement can be adapted for various learning contexts. For example the statement **I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy** can be adapted to include healthy food choices, exercise, dental health and the importance of sleep. So from this single statement, depending on the assessment activity, may be devised several more specific ‘I can’ statements or assessment criteria. For example:

Year 4 – Food choices	Working towards ☹️	Working at 😊	Working beyond 😄	Year 6 – Sleep	Working towards ☹️	Working at 😊	Working beyond 😄
I can identify healthy and less healthy food choices				I can explain why sleep is important for a healthy lifestyle			
I can create a healthy meal or daily food plan				I can describe healthy and less healthy bedtime routines			
I can explain the benefits of healthy food habits and the need to eat some foods rarely / as a treat				I can identify how sleep habits might change during puberty or transition to secondary school			
I can identify how adverts sometimes encourage unhealthy behaviours, and suggest what to do				I can describe or demonstrate how to resist pressure to stay up late from friends or peers			

## **DIAMOND 9 ACTIVITY**

What are the biggest issue in your schools with regards to PSHE, Wellbeing and assessment?

Once identified the main concern or issue, discuss possible next steps to tackle this.